



BICOL UNIVERSITY
Legazpi City

		Course Code and Title:	EDUC 1 : Child and Adolescent Learners and Learning Principles				
Term		First Semester A.Y. 2022-2023	Class Schedule	Thursday, 2:30-5:30			
Revision Date		August 10, 2022	Co-Requisite/s	None			
Credit		2	Pre-Requisite/s	None			
Course Placement		First Semester of First Year	Type of course	Lecture			
College:	Bicol University Polangui Campus	Faculty	MA. TERESA I. MAGDASOC	Consultation Hours	Friday, 10:30-12:00; 1:00-2:30 pm		
Department:	Teacher Education	Contact Details	materesa.magdasoc@bicol-u.edu.ph	Dean/Director	DR. MARY JOY B. CATANGUI		
Program:	Bachelor of Secondary Education, Major in Mathematics	Department Head	MA. SALESTE D. SAN PABLO, MAEd				
Vision	A world-class university producing leaders and change agents for social transformation and development	Core Values	Scholarship, Leadership, Character, Service				
Mission	Give professional and technical training, and provide advanced and specialized instruction in literature, philosophy, the sciences, and arts besides providing for the promotion of scientific and technological researches (RA5521, Section 3.0)	Quality Policy	Bicol University commits to continually strive for excellence in instruction, research and extension by meeting the highest level of clientele satisfaction and adhering to quality standards and applicable statutory and regulatory requirements				

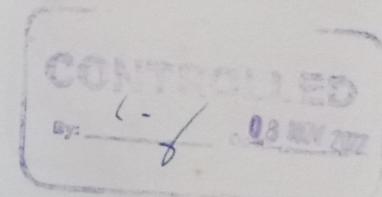
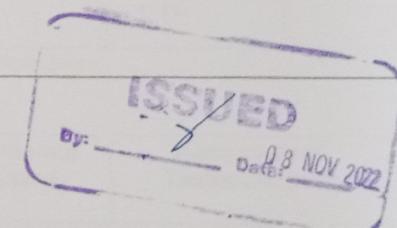
Institutional Learning Outcomes:

Every BU graduate should:

1. Demonstrate critical thinking and integrative skills to solve problems and to support lifelong learning;
2. Communicate effectively and appropriately orally and in writing for various purposes with the responsible use of ICT tools;
3. Collaborate with diverse people ethically and with mastery of knowledge and skills in given disciplines; and
4. Create knowledge and innovation to promote inclusive development as well as globalization.

Program Learning Outcomes:

1. (CD) Facilitate learning using a wide range of teaching methodologies and delivery modes appropriate to specific learners and their environment
2. (CD) Develop innovative curricula, instructional plan and utilization of ICTs teaching approaches and resources for diverse learners
3. (CD) Apply skills in the development to promote quality, relevant, sustainable educational practices,
4. (CD) Demonstrates a variety of thinking skills in planning, monitoring, assessing, and reporting learning process and outcomes



Course Description:

Educ 1 – This course focuses on child and adolescent development with emphasis on current research and theory on biological, linguistic, cognitive, social and emotional dimensions of development. Further, this includes factors that affect the progress of development and shall include appropriate pedagogical principles applicable for each developmental level.

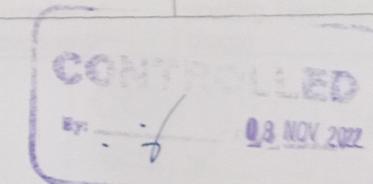
Course Learning Outcomes:

Course Learning Outcomes	P1	P2	P3	P4
Stimulate interest and develop better insights on how and why people behave through acquisition of knowledge, and understanding psychological theories and principles governing human behavior.	I, P	I, P	I, D	D
Recognize the factors affecting the physical growth & health and its impact to one's development.	P	I, D	D	D
Explain the process of development from conception through birth.	P	I, P	D	D
Articulate the theories of growth, development and demonstrate awareness of these theories as they impact children learning through adolescence.	I, P	I, D	D	D
Manifest a deep understanding of the different approaches in connection to child's learning and development.	I, P	I, P	D	D
Develop awareness in personality diversity and the different aspects affecting individuals personality.	P	I, P	I, D	D

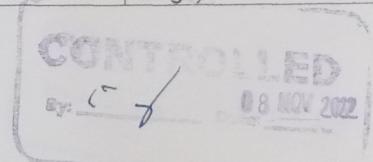
Legend: I - Introduced concepts/principles; P - Practice with supervision; D - Demonstrated across different settings with minimal supervision

Course Outline:

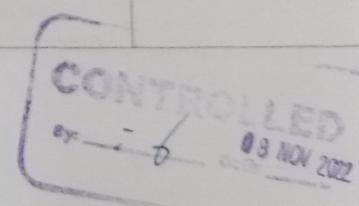
Specific Learning Outcomes	Learning Content	Instructional Delivery	Instructional Resources	Performance Standard	Assessment Tasks/Outputs	Time Allotment
<ul style="list-style-type: none"> -List expectations for the course -Recall course rules -Write a personal definition of literacy based on a concept map -Explain explicitly the school's VMGO -Discuss the requirements of the course - Relate the mission, vision, goals and objectives & quality policy to the course at hand in a discussion. 	BU Quality Policy, VMGO of the University, College and the Department Attributes of a BU graduate Student expectation Leveling expectation	Asynchronous online learning via e learning management system	Copy of VMGO e-copy	Recite VMGO and clearly cite expectation of the course	Participation in the discussion via forum posting, learning logs, blogs	1 hour



<p>Explain the imperative need for teachers to have clear understanding of child and adolescent development.</p> <p>Describe the different aspects of child and adolescent development.</p>	<p>Introduction Course overview</p> <p>I. Orientation</p> <ul style="list-style-type: none"> A. Mission, Vision, Goals and Objectives, & Quality Policy B. Leveling of Expectations C. Introduction of the course outline and grading system 	<p>Asynchronous online learning via e learning management system</p>	<p>Powerpoint presentation</p>	<p>99% of the students can recite and understand the VMGO.</p> <p>All students can tell the things that are expected to learn from the subject.</p> <p>Familiarity with the coverage of the course</p>	<p>Online discussion</p> <p>Sharing of idea</p> <p>Participation in the discussion board exam (via forum posting, learning logs, blogs)</p>	<p>4 hours</p>
<p>Explain the imperative need for teachers to have clear understanding of child and adolescent development.</p> <p>Describe the different aspects of child and adolescent development.</p>	<p>II. Overview of the Teaching-Learning Process</p> <ul style="list-style-type: none"> A. Importance of Child & Adolescent Development B. Aspects of Development The Role of Experience 	<p>Asynchronous online learning via e learning management system</p>	<p>Textbook, Modules, course guide and open educational resources</p> <p>Module</p> <p>Seymour, Kyrsha. (Jan 24, 2017). Academia Teaching</p>	<p>Majority of the students understand well the significance of child and adolescent development</p> <p>Most of the students can differentiate correctly the characteristic behavior of a child from adolescent along different aspects.</p>	<p>Participation in the discussion board exam (via forum posting, learning logs, blogs)</p> <p>Create an artwork called, <i>I am my Project</i>.</p>	<p>4 hours</p>
<p>Explain the different principles of growth and development.</p>	<p>I. Development of the Learners</p> <ul style="list-style-type: none"> A. Principles of Growth and Development 	<p>Asynchronous online learning via e learning management system</p>	<p>Textbook, Modules, course guide and open educational resources</p>	<p>98% of the students can identify the principles of growth and</p>	<p>Participation in the discussion board exam (via forum posting, learning logs, blogs)</p>	<p>2 hours</p>

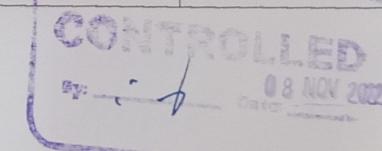


<p>Describe the factors influence growth and development.</p> <p>Describe the characteristic behavior of each stage of life.</p> <p>Relate the characteristics of each life span of individual and their implications to the teaching-learning process.</p> <p>Discuss the causes of exceptionailities and proper disposition of a future teacher towards exceptional student.</p>	<p>1.Factors influencing Growth & Development</p> <p>2.Stages of Life Span</p> <p>3.Exceptional Learners</p>			<p>development from the examples given.</p> <p>Most of the students recall the factors that influence growth and development.</p> <p>95% of the class can identify correctly the stage of life based on the given characteristic.</p> <p>Majority of the learners can learn proper intervention and management strategies to each type of exceptionality</p>		
<p>Explain the relevance of gender and development concepts to the individual child.</p> <p>Explain Piaget's stages of cognitive development.</p> <p>Compare of the concepts of Vygotsky and Chomsky.</p>	<p>III. Human Development Theories</p> <ul style="list-style-type: none"> A. Gender and Development Concept B. Cognitive and Language Development C. Psychological and Moral Development Theories 	<p>Asynchronous online learning via e learning management system</p>	<p>Textbook, Modules, course guide and open educational resources PowerPoint Presentation Reference Books Articles taken from the Internet</p>	<p>95% of the learners determine correctly the teaching strategies in applying these theories.</p>	<p>Participation in the discussion board exam (via forum posting, learning logs, blogs)</p>	<p>2 hours</p>

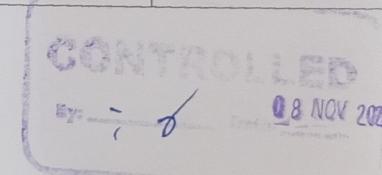


Define emotional intelligences and its five domains.	<p>D. Ecological Theories</p> <p>E. Faith Theory</p> <p>F. Attachment Theory</p> <p>Emotional development</p>		<p>Urie Bronfenbrenner. (2009). <i>The Ecology of Human Development: Experiments by Nature and Design</i>. Cambridge, Massachusetts: Harvard University Press. ISBN 0-674-22457-4</p>	<p>Most of the learners can differentiate these theories.</p> <p>98% of the students identify the major qualities that make up the emotional intelligence and how it developed.</p>		
<p>Describe the behavioral approaches and relate it to the classroom scenario.</p> <p>Apply the different learning theories to the teaching-learning processes</p> <p>Explain the different hierarchy of needs and give situations related to it.</p> <p>Describe how insight and the other theories take place in the classroom.</p> <p>Relate Tolman and Bandura's theories in classroom situations.</p>	<p>I. Learning Theories</p> <p>A.Behavioral Approaches</p> <p>1.Pavlov's Classical Conditioning</p> <p>2.Skinner's Operant Conditioning</p> <p>3.John Broadus Watson's Stimulus Response Theory</p> <p>4.Thorndike's Connectionism Theory</p> <p>5.Humanistic Approaches</p> <p>6.Maslow's Hierarchy of Needs</p> <p>7.Gestalt's Insight Theory</p> <p>8.Tolma's Purposive Behaviorism</p> <p>9.Bandura's Observational Learning</p>		<p>Asynchronous online learning via e learning management system</p>	<p>Textbook, Modules, course guide and open educational resources</p>	<p>Majority of the learners can describe and relate the various behavioral approaches, and its application to teaching-learning process.</p> <p>Satisfactorily create and perform an activity applying</p>	<p>Participation in the discussion board exam (via forum posting, learning logs, blogs)</p> <p>3 hours</p>

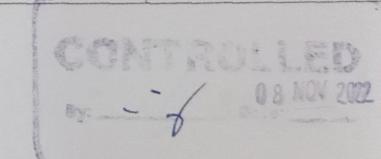
				the different humanistic approaches for learning		
<p>Give the meaning and functions of concept.</p> <p>Differentiate cognitive skills from cognitive development.</p> <p>Describe the characteristics of concepts.</p> <p>Tells how concepts be developed.</p> <p>Explain the Taba's three inductive thinking skills</p>	I. Cognitive and Learning A. Concepts 1. Definition and Functions Concepts 2. Definition of Cognitive Skills 3. Cognitive Skills and Development 4. Characteristics of Concepts 5. Acquiring Concepts 6. Teaching Strategies	Asynchronous online learning via e learning management system	Textbook, Modules, course guide and open educational resources	Majority of the students acquire knowledge on concept formation. 99% of the students participate in the activity of concept formation. Most of the learners describe the three teaching strategies to develop the thinking skills.	Participation in the discussion board exam (via forum posting, learning logs, blogs)	5 hours
Midterm Examination	Assess or evaluate their proficiency on the coverage of the first three sessions through written examination.	Individual work	Test papers	Majority of the students get a possible passing score on midterm examination	Participation in the discussion board exam (via forum posting, learning logs, blogs)	1 hour
<p>Explain the nature and functions of memory.</p> <p>Differentiate short and long term; explicit and implicit and episodic, semantic, procedural memory</p> <p>Discuss the different mnemonic devices.</p>	Memory A. Kinds of Memory 1. Sensory Memory 2. Short-Term Memory 3. Long-Term Memory 4. Episodic, Semantic & Procedural Memory 5. Explicit and Implicit Memory	Asynchronous online learning via e learning management system	Textbook, Modules, course guide and open educational resources	Majority of the students identify correctly the kind of memory based on the example presented	Participation in the discussion board exam (via forum posting, learning logs, blogs)	6 hours



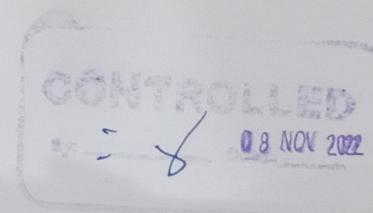
Apply these techniques to improve the student's memory.	B.Mnemonics 1. Loci method 2.Peg-word Technique 3.Rhymes and Acronyms 4.Link System 5.Time-tested Approach for Learning			95% of the students can create examples of mnemonics.		
Define personality and explain the reasons of developing one's personality. Enumerate the different aspects of individual personality Explain each aspect of the personality and how the these aspects improve oneself. Describe the physical and sexual aspects of development. Respect on this aspects to gender of development. Give the importance of moral and spiritual aspects to gender and development. Give the importance of the physical attribute to teaching effectiveness.	VII.Personality Development A Meaning & Components of Personality 1.Developing One's Personality 2.Reasons in developing Personality B.Aspects of an Individuals' Personality 1.Mental aspect 2.Emotional aspect 3.Social aspect 4.Trends towards Social Development 5.Factors that affect Social Development a.Physical and Sexual Development b.Moral aspect c.Spiritual aspect C.Physical Attributes of Personality 1.External Attribute 2. Physical Health and Hygiene 3Good Grooming	Asynchronous online learning via e learning management system	Textbook, Modules, course guide and open educational resources n.a.(April 5, 2019). U>S> Department of Health & Human Services, 200 Independence Avenue, S.W. Washington D.C.20201. http://www.mentalhealth.gov/basics/what-is-mental-health . Retrieved July 19, 2019. https://www.16personalities.com/free-personality-test	Most of the students can define personality in student's own points of view. Majority in the class can describe one's personality based on these aspects. 95% of the students can tell how they can improve their personality through these aspects.	Participation in the discussion board exam (via forum posting, learning logs, blogs)	6 hours



<p>Differentiate the classes of motives.</p> <p>Explain the difference between motivation & incentives.</p> <p>Elaborate the factors that influence motivation and affects the behavior of an individual.</p>	<p>V. Motivation</p> <ul style="list-style-type: none"> A. Classification of motives B. Motivation and incentives C. Factors which influence motivation D. Motivation of behavior E. Various theories of Motivation 	<p>Asynchronous online learning via e learning management system</p>	<p>Textbook, Modules, course guide and open educational resources</p>	<p>95% of the students can understand and tell how the theories of motivation be applied in the teaching-learning process.</p> <p>100% of the students can compile the different theories of motivation.</p>	<p>Participation in the discussion board exam (via forum posting, learning logs, blogs)</p>	<p>3 hours</p>
<p>Define emotions, and feelings, classify and tell the effects and control of emotions.</p> <p>Define mental health, adjustment and frustrations.</p> <p>Give the sign of mental health, blues and black moods, factors, symptoms of frustration and falling adjustments.</p>	<p>VI. Emotions and Mental Health</p> <ul style="list-style-type: none"> A. Emotions and Feelings B. Classification, effects and Control of Emotions C. Mental Health D. Adjustments and Frustrations E. Major signs of Mental health F. Blues and Black Moods G. Factors, symptoms of frustration and falling adjustments 	<p>Asynchronous online learning via e learning management system</p>	<p>Textbook, Modules, course guide and open educational resources</p>	<p>Most of the students learn tips to handle emotions 98% of the students can value the teacher with good mental health.</p> <p>98% of the students can learn the signs of black moods, frustrations, and feeling, and falling adjustments</p>	<p>Participation in the discussion board exam (via forum posting, learning logs, blogs)</p>	<p>3.5 hours</p>
<p>Enumerate the factors that influence human relations.</p>			<p>Textbook, Modules, course guide and</p>	<p>99% of the students can</p>	<p>Participation in the discussion board</p>	<p>3 hours</p>

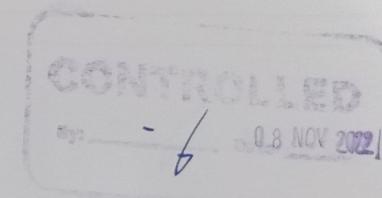


Explain how oneself create his own charisma. Explain how an individual could attain good human relations.	VII. Human Relations A. Factors that influence human relation B. Charisma Human Relations C. Good Human Relations		open educational resources	understand how a person could improve one's human relation.	exam (via forum posting, learning logs, blogs)	
Final Examination	Assess or evaluate their proficiency on the coverage of the first three sessions through written examination.	Individual work	Test papers	Majority of the students get a passing score on final examination	Participation in the discussion board exam (via forum posting, learning logs, blogs)	1 hour



RUBRICS
PROJECT / WRITTEN OUTPUTS

Response	Score	Criteria
Excellent	30-23	The answer is complete with basis All information provided is accurate The answer demonstrates deep understand Writing is well organized, cohesive, and easy to comprehend
Very Satisfactory	22-16	The answer is supported with a basis Some information provided is not accurate The answer demonstrates understanding of the content Writing is well organized, cohesive, and easy to comprehend
Satisfactory	15-9	The answer does not address portion of the question, major details are missing The answer demonstrates basic understanding Writing is unorganized, not cohesive, and difficult to comprehend
Fair	8-1	The answer does not address portion of the question The answer did not coincide with the topic discussed Writing is unorganized and difficult to comprehend



Assessment Type	Specific Requirements	Method of Submission	Due Date
Written Examinations:	Long Test/Oral Exam	https://classroom.google.com/c/NDg5MzQ0NzQ1NjM2 https://www.facebook.com/groups/459870296366327	After the class schedule
	Midterm Examination:		
	Final Examination:		
Written Work:	Learning activities and individual output	https://classroom.google.com/c/NDg5MzQ0NzQ1NjM2 https://www.facebook.com/groups/459870296366327	After the final presentation
Report/Presentation:	Individual and Group Presentation	https://classroom.google.com/c/NDg5MzQ0NzQ1NjM2 https://www.facebook.com/groups/459870296366327	After the presentation
Outputs/Homework:	Portrait of Development; Designing One's Life Map; Walking Down the Memory Lane	https://classroom.google.com/c/NDg5MzQ0NzQ1NjM2 https://www.facebook.com/groups/459870296366327	A week before the final exam
Class Participation:	Online Discussion/Instructional Modules	https://classroom.google.com/c/NDg5MzQ0NzQ1NjM2 https://www.facebook.com/groups/459870296366327	A week before the final exam
Project:	Short film	https://classroom.google.com/c/NDg5MzQ0NzQ1NjM2 https://www.facebook.com/groups/459870296366327	A week before the final exam

(Faculty will replace or remove or add entries in the table as applicable in the course.)

Community Engagement: (If applicable)

Type of Community Engagement

Activities

Title/Name of CE Activities

Duration	
Locale	
CE Requirement	

Lifelong Learning Opportunities

Course Assessment:

BU Grading System (*To include performance standards*)

Mid-Term/Final Exam	-	30%
Quizzes	-	25%
Class Standing (Seatwork/Recitation/Oral Report/Written Output)	-	30%
Projects (Journal, Movie Analysis, Research Work)	-	15%
TOTAL	-	100%

System of Computing Grades:

Midterm Grade	30%
Tentative Grade	70%

$$\text{Final Grade} = \frac{1}{3} \text{ (Midterm Grade)} + \frac{2}{3} \text{ (Tentative Grade)}$$

References:

Acero, Victoria D. et. al.(2008) "Child and Adolescent Development". Rex Bookstore, Inc.

Acero, Victoria D. et. al. (2004)"Human Growth Development and Learning". Rex Bookstore, Inc.

Avelino, Soledad E. et. al. (1996)"Personality Development and Human Relations". Rex Bookstore, Inc.

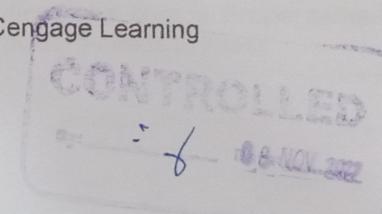
Corpus, Brenda B. et. al.(2010). Child and Adolescent Development". Lorimar Publishing Inc.

Hansen, Ronald E. (2000). Journal of Technology Education Vol. 11 No. 2 University of Western Ontario, Canada..

hansen@julian.uwo.ca. Retrieved July 19, 2019.

Jerominus, B.F.; Riese, H.; Sanderman, R.; Ormel, J. (2014). Mutual Reinforcement Between Neuroticism and Life Experiences: A Five- Wave, 16-Year Study to Test Reciprocal Causation. *Journal of Personality and Social Psychology*. **107** (4): 751–64. doi:10.1037/a0037009. PMID 25111305.

Kail, R. V., & Cavanaugh, J. C. (2010). *The Study of Human Development: A Life-span View* (5th ed.). Belmont, CA: Wadsworth Cengage Learning



Rowan, Cris. Research review regarding the impact of technology on child development, behavior, and academic performance, Archived 12 September 2014 at the Way back Machine.

Seymour, Kyrsha. (Jan 24, 2017). Owlcation Academia Teaching. <https://owlcation.com>. Retrieved July 19, 2019.

Tulio, Doris D.(2010). Foundations of Education 1". National Bookstore.

Required Readings:

Dede, Paquette & John, Ryan. (2001). Bronfenbrenner's Ecological Systems Theory

Marlowe E. Trance, Kerstin O. Flores. (2014). "Child and Adolescent Development" Vol. 32. no. 5 9407

n.a.(April 5, 2019). U>S> Department of Health & Human Services, 200 Independence Avenue, S.W. Washington D.C.20201. <http://www.mentalhealth.gov/basics/what-is-mental-health>. Retrieved July 19, 2019.

n.a. (2011-2016). 16 Personalities. NERIS Analytics Limited. <https://www.16personalities.com/free-personality-test>. Retrieved July 22, 2019.

Urie Bronfenbrenner. (2009). The Ecology of Human Development: Experiments by Nature and Design. Cambridge, Massachusetts: Harvard University Press. ISBN 0-674-22457-4

Woodside, Arch G.; Caldwell, Marylouise; Spurr, Ray (2006). "Advancing Ecological Systems Theory in Lifestyle, Leisure, and Travel Research". Journal of Travel Research. 44(3): 259–272. doi:10.1177/0047287505282945

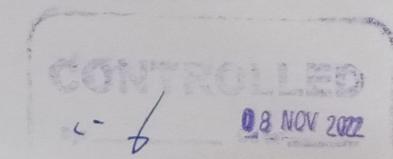
Suggested Websites:

Course Policies:

The policies listed below throughout the semester, depending on the countries health situation and other concerns. Students are responsible for learning about these changes. Announcement shall be posted in the course site.

Ethical Policies:

Students are expected to act with decorum in communicating with the teacher and classmates either one-on-one or in the discussion boards. Proper netiquette is expected. For more information, see <https://www.rasmussen.edu/student-experience/college-life/etiquette-guidelines-every-online-student-needs-to-know/>



Academic Integrity Policy:

Plagiarism shall not be tolerated. Students caught/found submitted papers copied from others and presenting them as their own shall be given a failing grade. For more information, see <https://plagiarism.org/article/what-is-plagiarism>.

Policies on Absences and Tardiness:

As we are currently using the distant mode of education, here are no physical classes unless the university administration finds it safe already to have classroom lectures. For the meantime, we shall study asynchronously so attendance will not be taken. However, there shall be point deductions for tardy submission of requirements.

Language of Instruction:

Given the nature of our course, the language of instruction is English. Filipino may be used with the permission of the teacher from time-to time. Mother tongue is discouraged because students came from various provinces with different distinct dialect.

Use of the Learning Management System:

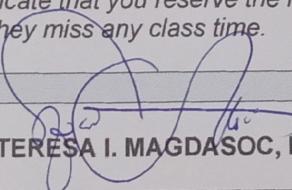
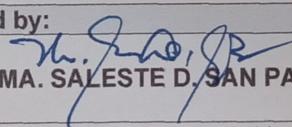
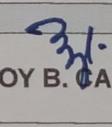
The class shall use the learning management system prescribed by the University.

Use of Mobile Phones and Gadgets:

Since we are using the distance mode of learning, Students are expected to have the necessary gadgets to access course materials.

Special/Make-Up Quiz/Examinations/Work:**Dress and Grooming Codes:****Accommodations:****Statement on Student Wellness:****Advising and Support:**

Caveat: Indicate that you reserve the right to make adjustments or changes throughout the semester. Remind students that they are responsible to learn about these changes if they miss any class time.

Prepared by:	Reviewed by:	Approved:
MA. TERESA I. MAGDASOC, MAEngEd 	MA. SALESTE D. SAN PABLO, MAED 	MARY JOY B. CATANGUI, EdD 
Instructor I	Department Head	Dear
Date: 9/28/22		9/28/22

